

Inspection of a good school: Coppull Parish Church of England Primary School

Roe Hey Drive, Coppull, Chorley, Lancashire PR7 4PU

Inspection dates:

21 and 22 February 2023

Outcome

Coppull Parish Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy and safe at school. They said that it is a friendly and welcoming place to learn. Pupils benefit from high-quality support, care and guidance. They said that adults deal with any incidents of bullying or unkind behaviour quickly and effectively.

Leaders and other staff have high expectations of pupils' behaviour. Pupils listen carefully to their teachers and they follow instructions. Pupils get on with their learning without interruption. They behave well in lessons, around the school and at breaktimes. Pupils are delighted when staff recognise their efforts, for example when they receive team points or a certificate of achievement.

Leaders are ambitious for what pupils can and should achieve. Overall, pupils achieve well. Children in the early years are well prepared for key stage 1. The youngest children are encouraged to build their resilience and to take turns with each other.

Pupils are proud of their school. They enjoy visits to the woodland area. Pupils also benefit from being elected as school council members and guardians. They keenly take on extra responsibility. Pupils carry out their duties diligently and carefully.

Older pupils act as positive role models for younger pupils. Pupils are excited to develop their talents and interests through the vast range of extra-curricular clubs. These opportunities help pupils to develop into healthy, active and responsible members of the school community.

What does the school do well and what does it need to do better?

Leaders have designed a curriculum that is ambitious for pupils, including those with special educational needs and/or disabilities (SEND). Overall, the curriculum is well designed. Leaders have taken time to think about the important information that pupils must learn. The curriculum in the early years is also carefully thought out. For example, in mathematics, staff make sure that children in the early years learn numbers and

numerical patterns securely and in depth. Across the school, pupils achieve well and children in the early years are well prepared for the demands of Year 1.

Leaders make sure that teachers have a detailed knowledge of the subjects that they teach. This improves teachers' confidence and helps them to deliver the curriculum well. Overall, teachers use leaders' assessment systems well to address misconceptions and misunderstandings in lessons.

Teachers increasingly revisit and recap what pupils have learned. This helps most pupils to build on previous knowledge. However, in some subjects, opportunities are missed to link new learning with previous learning. At times, this prevents some pupils from developing the depth and breadth of subject knowledge that they could.

Children in the early years settle into school life quickly. They have a well-developed understanding of classroom routines. Leaders ensure that children have ample opportunities to explore the outdoors. This helps children to develop confidence and independence. Across the school, teachers encourage pupils, including children in the early years, to develop and extend their vocabulary.

Adults know the individual needs of pupils well. Pupils with SEND are identified at the earliest opportunity. Teachers help pupils with SEND to access the curriculum by successfully adapting the way that they deliver curriculum content. Staff enable pupils with SEND to achieve well.

Reading is at the heart of the curriculum. It is a priority across the school. Leaders have recently introduced a new approach to teaching phonics. This is to enable more pupils to read with accuracy and fluency. Starting from the early years, well-trained staff deliver the phonics programme with increasing confidence. However, there remains some small inconsistencies in how effectively teachers deliver the phonics programme. This is hindering how well a few pupils learn to read.

The books that pupils read closely match the sounds that they are learning. Pupils who require support, including a small number in key stage 2, benefit from the extra help that they receive. Older pupils are enthusiastic about their reading lessons. Teachers ensure that pupils develop their comprehension skills well. Teachers read a wide selection of books to pupils. These books inspire many pupils to become keen readers themselves.

Leaders have created a calm environment where pupils can learn. Pupils are attentive in lessons and focus on their work. Pupils who struggle to manage their emotions are well supported. As a result, there is little disruption to learning.

Leaders have thoughtfully considered pupils' personal development. Leaders encourage pupils' awareness of different cultures and societies. They help pupils to reflect on how to stay healthy and physically fit. Opportunities such as regular fundraising events, and singing and dancing in the local community, allow pupils to become active citizens.

Governors have undertaken additional training to help them to deliver their core responsibilities effectively. Governors know the strengths and needs of the quality of education that pupils receive.

Staff recognise that leaders are mindful of their workload and well-being. They are proud to be part of, and enjoy working at, the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders demonstrate vigilance to ensure that pupils are safe. Leaders make sure that staff are highly trained so that they can quickly spot any pupil who may be in danger from abuse, neglect or harm. They report any concerns quickly. Leaders engage well with a wide range of external agencies.

Through the curriculum, pupils learn about different aspects of safety, including when using the internet. They also learn about the importance of keeping themselves healthy, both physically and emotionally.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The new phonics programme is not delivered consistently well by some staff. This hinders how well a few pupils are learning to read. Leaders should ensure that adults deliver the phonics programme as intended.
- Occasionally, teachers miss opportunities to recap and revisit important parts of the curriculum. This prevents some pupils from developing a deep and rich body of subject knowledge. Leaders should ensure that teachers regularly recap important learning to ensure that pupils link new learning to what they have been taught previously.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119470
Local authority	Lancashire
Inspection number	10211083
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair of governing body	Rev Matt Hornby
Headteacher	Fran Bird
Website	www.coppullparish.lancs.sch.uk
Date of previous inspection	13 December 2016, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- The governing body runs a before- and after-school club.

Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, and other members of the leadership team. Further meetings were held with subject leaders, staff and pupils.
- The inspector held a meeting with the school adviser and considered correspondence from a representative of the local authority.
- The inspector met with members of the governing body, including the chair of governors.
- The inspector carried out deep dives in early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a

sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils read to a familiar adult.

- The inspector checked the school's safeguarding policies and procedures, including the single central record. The inspector met with leaders, staff and pupils to check how effective safeguarding arrangements are in the school.
- The inspector considered pupils' responses to Ofsted's online survey. The inspector talked to pupils about their experiences at school. They also observed pupils' behaviour in lessons, in the breakfast club and during lunchtimes.
- The inspectors considered the responses to Ofsted Parent View, including the free-text responses. They also considered the responses to Ofsted's online survey for staff.

Inspection team

Julie Brown, lead inspector

Ofsted Inspector

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